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A REPORT ON THE PROGRAMS OF GRADUATE EDUCATION, RESEARCH, AND EVALUATION IN THE FIELD OF ADULT EDUCATION AT THE UNIVERSITY OF NEBRASKA, 1960-1967.

BY- WORCESTER, D.A.

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IN 1960, THE UNIVERSITY OF NEBRASKA SET UP AN INTERDISCIPLINARY GRADUATE PROGRAM FOR ADULT EDUCATORS, AND A PROGRAM FOR EVALUATING THE NEW CENTER FOR CONTINUING EDUCATION AND FOR COORDINATING RESEARCH RELATIVE TO THE GREAT PLAINS REGION. THE PROJECT WAS FUNDED BY THE KELLOGG FOUNDATION. DIRECTED BY DR. ALAN KNOX, WITH THE COOPERATION OF THE DEPARTMENTS OF SOCIOLOGY, EDUCATIONAL ADMINISTRATION, AND EDUCATIONAL PSYCHOLOGY AND MEASUREMENTS, THE PROGRAM LED TO AN M.A. OR PH.D. DEGREE. NEW COURSES WERE CREATED BY EACH DEPARTMENT AND CERTAIN NONCREDIT ACTIVITIES WERE PROVIDED, SUCH AS STAFF SEMINARS, ABSTRACTS OF RESEARCH, AND CONFERENCES. INTERNSHIPS AT THE CENTER CARRYING A STIPEND UP TO $4,200 WERE PROVIDED, AND OTHER FINANCIAL AID WAS AVAILABLE. THE PROGRAM WAS CONSIDERED EFFECTIVE IN GENERAL, BUT A NEED WAS FELT FOR A PERMANENT, AUTONOMOUS DEPARTMENT WITH A LARGER STAFF, A MORE FLEXIBLE PROGRAM WITH DIRECT ORIENTATION TOWARD ADULT EDUCATION, A CLARIFICATION OF THE INTERNSHIP PROGRAM, AND A RECONSIDERATION OF DEGREES OFFERED. THE OFFICE OF ADULT EDUCATION RESEARCH (OAER) ACTIVITIES WERE MANY, IMAGINATIVE, AND THOROUGH, BUT UNFORTUNATELY IT CLOSED IN JUNE 1967 WITH THE CESSATION OF FOUNDATION FUNDING. THE DOCUMENT INCLUDES LISTS OF OAER PROJECTS COMPLETED AND IN PROGRESS, RESEARCH GRANTS, AND PUBLICATIONS BY CENTER PERSONNEL. (AJ)

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A REPORT ON THE PROGRAMS OF GRADUATE EDUCATION, RESEARCH, AND EVALUATION IN THE FIELD OF ADULT EDUCATION AT THE UNIVERSITY OF NEBRASKA

by

D. A. Worcester

1050 Arapahoe
Boulder, Colorado 80302

(Supported by the W. K. Kellogg Foundation)

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1960-1967

(Supported by the W. K. Kellogg Foundation)

D. A. Worcester[1]

Methods of Study

The preparation of this report included:

1. The reading of the terms of agreement between the W. K. Kellogg Foundation and the University of Nebraska concerning the grants for programs in Continuing Education.
2. The gathering of routine statistics concerning students, such as the number enrolled, degrees sought, aspects of the program engaged in, present status.
3. The perusal of annual reports.
4. Personal interviews with seven students and thirteen members of the staff[2]--some of whom were interviewed more than once.
5. Personal letters from one student and three former staff members.
6. Responses from seventeen students to an open-end, signed questionnaire.

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[1]Emeritus Professor, Educational Psychology and Measurements, University of Nebraska.

[2]References to staff include both present and former members.

7. The examination of lists of research studies undertaken, reports published, evaluation instruments devised, seminars conducted and the like--many of these reports being read with considerable care.

Generous cooperation was received from all concerned. Assurance was given that names would not be used in the report and the internal evidence is that opinions were expressed with little if any inhibition.

As only one person has completed the work for the Ph. D. (as of April, 1967) and returned to his occupation, the long time effect of the program cannot be determined, but many of the students have progressed far enough to enable them to make reasonable judgements on the value of their experiences. It should be kept in mind, too, that these students, almost without exception, are adults with considerable experience in the field in which they are seeking further competence.

Beginning and Organization

In December 1958 the W. K. Kellogg Foundation entered into an agreement with the University of Nebraska for the establishment of a Center for Continuing Education. The Kellogg Foundation provided monies for these purposes:

1. One million five hundred thousand dollars towards the construction and equipment of a central facility, including a Hall of Youth.
2. The amount of $174,000.00 for training leaders in Adult Education.
3. The sum of $182,000.00 for a program of research and evaluation to: a) measure the effectiveness of the Center's programs, activities and methods and b) to stimulate interest in and coordinate the development of a vigorous program of social, economic and educational research relative to the Great Plains region.

Although a part of the same agreement, the grants for training and for research and evaluation were separate from each other and from the subsidy for the construction of the facility. Each was for a five-year period. However, the Kellogg Foundation has allowed unexpended balances from the first five years to be used to continue the programs until June 30, 1967, at which time the accounts will be permanently closed.

This report concerns items 2) and 3) above; namely, the training of workers in Adult Education and the research and evaluation activities.

It was proposed that the training of leaders in continuing education include:

a) in-service opportunities such as conferences, institutes and workshop, and

b) pre-service education to prepare individuals for the administration of Adult Education activities, for positions as adult educators as such and for research in the field of Adult Education.

This pre-service program has been designed to lead towards the M.A. and Ph. D. degrees. The present report concerns in-service opportunities, only as they are related to the work of the evaluation and research.

Direction of Programs

It was decided that, although each would retain its identity, the functions of the graduate training program and those of research and evaluation so complemented each other that one staff member should be generally responsible for both. Dr. Alan Knox, Ph.D., Syracuse University, was brought in 1960 to head up the activities. He was given in 1962 the rank of Associate Professor in both the department of Educational Administration and that of Educational Psychology and Measurements and was admitted to the Graduate Faculty.

It should perhaps be mentioned that prior to 1960 almost the only interest at the University in preparing persons for the field of adult education lay with Prof. K. O. Broady, Director of General Extension and Professor of Educational Administration, who gave a course in this subject and who advised some students who wished to major in this area. It seemed to him and to some associated with him in the

proposal to the W. K. Kellogg Foundation that it would be of significant worth to provide as a part of the program for continuing education, the opportunity to develop leadership in the field. The Kellogg Foundation were impressed with this view and the grant for this purpose was made.

The Graduate Program--Area Committee and Curriculum

There was agreement that, as the field of Adult Education, already a broad one, is rapidly growing even wider, the educational program leading to degrees in Adult Education should be an interdisciplinary one. It appeared that Sociology, Educational Administration and Educational Psychology and Measurements had specific contributions to make to Adult Education and an Area Committee was set up consisting of the Chairmen of these departments and the Director to develop a curriculum for the M. A. and for the Ph.D. in Adult Education. (IT was recognized that for many years Cooperative Extension has been highly successful in its work in Adult Education in the field of Agriculture and Home Economics, but at the time the present program was developing at Nebraska, there was no one in the Department of Agricultural Education on the Graduate Faculty.) Later some departments were represented by another than the Chairman. Dr. K. O. Broady, Director of the Extension Division, was active in drawing up the proposals for the grants and until his retirement, in developing the program.

Each of the three cooperating departments developed a new course; Social Change, Administration of Adult Education and The Psychology of Adult Learning. These three courses, together with one, The History and Principles of Adult Education, from the Department of History and Principles of Education have constituted the core of the course work require-

ments. Each of the departments also indicated certain other courses to be included. It was assumed that courses from other areas in the University might be elected as needed, that a very flexible curriculum was possible. As it has worked out, the possibility of wide election of courses has not been great.

The process of organizing such a program, carrying it though the various departmental and college committees and those of the Graduate College is an arduous one and much of the energy of Dr. Knox from the time of his appointment in September 1960 was devoted to this task. In December 1962, the Graduate College approved the area program in Adult Education.

From the outset the program has received the full support of the University. It was sponsored by the General Administration which has underwritten all of the overhead expenses of operation. The Graduate College has affirmed the somewhat unusual procedures involved and has admitted the Directors to its faculty. The cooperating colleges and departments have developed new courses especially designed for students in Adult Education and have provided from their budgets staff to conduct these courses and to aid in the supervision of graduate research. Some of the departments have assigned as graduate assistants to the Office of Adult Education Research students interested in Adult Education. General Extension, Agricultural Extension and the Center for Continuing Education have participated in the Seminars.

Inherent Problems

There have been, however, some difficulties arising from the structure of organization. Adult Education has been a program of the

Graduate College not the product of a department. The Director has been paid from Kellogg funds. While he has been given rank in one or more departments, he has not really functioned as a member of these departments. There seems to have been no definite plan from the beginning as to his status or budgetary location after the expiration of these funds. The Director, therefore, has not had a sense of permanency nor a feeling that he "belonged." Those who taught the courses in Adult Education were, in effect, loaned by their departments and did not have Adult Education as their primary interest. Some who accepted the guidance of thesis research did so "out of the goodness of heart" rather than a real concern in the problem being investigated. In the development of basic aspects of the program the Director has had to deal with two or three colleges and three or four departments.

From the above it is clear that it has been difficult for the Director to exercise the responsibility with which he was charged. It should be repeated that this difficulty has not been from lack of support which has been generously and willingly given but was inherent in the way the program was set up.

Research and Evaluation

The Office of Adult Education Research (OAER) was created to provide an administrative structure for conducting research and to provide evaluation services for the Nebraska Center for Continuing Education (The Center). The close relationship between the Graduate and the Research and Evaluation programs indicated the wisdom of vesting the two programs in the same person as Director who would be the unifying element in the Area Committee, the participating departmental facilities,

the General and Agricultural Extension divisions and the Center for Continuing Education. The Director would have also the general administration of the internship and of non-credit seminars (which will be described below).

Immediately upon joining the staff, before the Graduate programs became effective and before the Center was opened, Dr. Knox initiated a variety of research and evaluative projects. Three graduate assistants were assigned to him--two from Sociology and one from Educational Psychology and Measurements. Later work in OAER was aided by graduate students--some of whom got data, or ideas, for thesis research there--and by interns.

Internships

It was believed that it would be very valuable to one preparing for leadership in Adult Education activities to have the opportunity to do practical work in some effective ongoing program. To this end internships were established. These have carried a stipend up to $4,200.00 a year--including the summer term--plus remission of tuition fees and have been renewable. In addition travel allowances have been made in some cases. The interns have been related to the Center and they have been paid from Kellogg Funds. Some have been assigned to the OAER and to Agricultural Extension. No off-campus internships have been arranged. In return for the internship, the individual has been expected to give half time to the agency for which he was working and was then allowed to carry half-time work in his academic programs. It has been arranged sometimes for one to work full time at his internship for a certain time and then to give full time to his academic program. Internships have

not been required and no credit has been allowed. Awards have been made to those who have already had considerable experience in Adult Education and it has been assumed that they would make significant contributions to the program in which they were working. Internship experiences have been available in administration, program development and research areas and assignment has been made--theoretically--in an area in which the individual has not had much experience. The typical plan has been to assign the intern to a Coordinator of the Center who became his immediate supervisor. He also reported to the Director who was in general charge of the program and to the Head of Conferences and Institutes. He has been expected, too, to attend the non-credit staff seminars.

The essential distinctions between internship and other types of assistance are:

1. They are, supposedly, in areas of Adult Education in which the persons are relatively weak rather than where they are strong.
2. They provide systematic supervision and counseling designed to increase competence.

Eleven internships have been given. Some of these were renewed and some were for periods less than one year.

Other Financial Aids

Various kinds of financial aid, other than internship, have been received by students in the Adult Education program. Some have been on leave from their home institutions with part salary. Some have been given graduate assistantships. Some have been employed on a regular basis in General Extension: some, in an off-campus agency such as a

public school or the State Department of Education. One or two have held full-time instructorships in the University of Nebraska.

Up to the present time few, if any, students who have been admitted to the program have given full time to the program for graduate study.

Non-Credit Programs

General activities not directly related to either graduate study or to research and evaluation have been developed to help increase competence in Adult Education, both of those on and off campus. Among them are:

Staff Seminars. Beginning in 1962-63, the Center Staff participated for five months in a weekly non-credit seminar on the application of research and theory about small group behavior to the design of effective programs for continuing education. The following year the seminar was extended to eight months and was joined by the Extension staff and Interns. The scope of the Seminar during the years have been widely extended. Interns have had the opportunity to compare experiences, to relate their practice to theory and to participate in staff discussions.

Abstracts of Research. As an aid to the dissemination and application of research findings to educational practices, the CAER has prepared extensive abstracts of research for twelve topics.

Meetings and Conferences. The Director has also acted as a resource person for special groups, helping them to appraise needs and to evaluate their programs. He has also addressed or read papers at various conferences, state and national.

Conferences and Institutes. The large number of Conferences and

Institutes sponsored and/or aided by the Center have been fully reported elsewhere and are not included here.

The Direction of the Programs 1965-1967. Dr. Knox was succeeded in September 1965 by Dr. M. Alan Brown who had been Dean of Franklin College, Indiana. He had received his doctorate in Adult Education from Chicago and had for several years been in charge of the Extension Conference Program at the University of Colorado. After one year, Dr. Brown resigned to go as Dean to Blackburn College.

The operation of the Adult Education programs has been during the year 1966-67 on a transition basis as the Kellogg funds were ending at the close of the year. Until late in the year the University of Nebraska administration had not clearly defined their future. The Graduate program has been under the general supervision of the Chairman of the Department of Educational Administration; the Office of Adult Education Research has been directed by Dr. Alan Booth and the Internship program had been administered by the Dean of Extension. The OAER is to be closed as of June 30, 1967 and Dr. Booth will become Director of the Bureau of Sociological Research. As a good deal of interest in this Bureau is expected to be on problems related to the field it is believed that there will be continuing opportunities here for Adult Education Research.

Achievements

The Graduate Program

The Graduate Program has attracted persons not only from Nebraska but from many other parts of the country--from the Atlantic Seaboard to Utah and Washington, from Minnesota to Alabama. There have been about twenty-five enrolled each year since the Center was opened.

Progress in a graduate program is rarely rapid in any area. Any work done for pay reduces the amount of academic load which may be carried. Usually a leave of absence cannot be extended beyond a year.

Two degrees, one Ph.D. and one M.A., were granted in January, 1967. Two M.A.'s should be received in June and two Ph.D.'s in August, 1967. Two other students have the target dates for the Ph.D.'s of June 1968 and one of January 1969.

When it is recalled that the average time for the completion of a doctor's program is five or more years, the progress of those in Adult Education has been all that could be expected.

So far as is known, only one person has dropped out of the University--perhaps because of the difficulty of the program. Two have changed their majors to Educational Psychology. In general, the erosion has been no more than could have been anticipated.

Research and Evaluation--Office of Adult Education Research

The accomplishments in Research and Evaluation have been very noteworthy. During the first year of its operation a Baseline Research Project in Adult Participation was launched. A large amount of data was

collected from a sample of 1500 adults representing the adult population of Nebraska. Much of this was done through interviews and involved interview training. This study was not merely to discover the patterns of participation in Adult Education and in the community but was designed as a basic for longitudinal studies as a means of determining the impact of Center programs. It was an important study. Much of the material has been published under the title Living in Nebraska.

Another major study concerned the variables that are influential on the differential achievement and withdrawal of adults in educational programs. This investigation was in cooperation with six other universities. The plan of this research was developed in 1960-61, and data were gathered the following year. Several publications have resulted from this study. The data have also furnished a starting point for various other studies.

During the time before the Center was opened, too, staff meetings were held and methods were drawn up for evaluating Center programs.

There have been throughout the period many researches conducted by the CAER and those associated with it. A good many of these have been published. Several studies have been made under grants from agencies other than the Kellogg Foundation. The Proposals for these grants were drawn up and carried on by individuals under the program generally supported by Kellogg, so a part of the credit for them should go to the Foundation.

The dissemination of knowledge of research results has been accomplished by the means of published reports, papers at conferences and professional meetings, addresses and conferences.

Evaluative Instruments. Graduate students and staff members in consultation with program administrators and representatives of agencies involved in conferences have developed and administered many instruments designed to help determine the effectiveness of conferences and to aid in the planning of future ones. Most evaluations in the past have been of "consumer satisfaction." These are valuable and have been refined and continued. Also standard forms have been devised which can be used with all conferences; special ones to be employed for a particular event; tests to determine the degree of knowledge obtained during a conference; and means of estimating changes in performance, after returning home, as a result of conferences. A large number of conferences have been evaluated by the OAER and results interpreted to those conducting the meetings.

Numerous tabulations and analyses of responses to registration and participant questionnaire forms have been made. These are obviously of significant importance in measuring the effectiveness of the present conference and in planning for future ones.

Research Training. Students participating in activities of OARA have had unusual opportunities in the design and conduct of research studies, in preparation of instruments, and in their application and in the processing of data. The data processing has included the knowledge and care of machines.

Summary of Activities: Office of Adult Education Research

Below is a list of some of the activities of the Director and of the Office of Adult Education Research. The list is not complete. Portions of some studies have been completed and the results published,

while other aspects of investigation are still in progress. Some studies begun at the University of Nebraska are being carried to completion elsewhere. A few activities may have been overlooked.

I. General activities of the Director

1. Coordinated the Graduate Program in Adult Education

2. In charge of research and evaluation relating to the Center for Continuing Education; developed and administered and interpreted techniques for evaluating conferences, workshops and the like; supervised conferences on evaluation activities

3. Supervised graduate research

4. Directed internships

5. Directed non-credit and staff seminars

6. Conducted research under grants from various agencies

7. Prepared reports for publication

8. Prepared addresses and papers for various organizations

9. Attended many meetings of associations interested in Adult Education, and, in research, has served as officer in some of these associations

II. Research Projects Completed Before July 1, 1966

1. Alan B. Knox and A. H. Anderson, Living in Nebraska, Office of Adult Education Research, 1964.

2. Alan B. Knox, Research Arrangements Within University Adult Education Divisions, Center for the Study of Liberal Education for Adults, Chicago, 1963.

3. Douglas Sjogren and Alan B. Knox, The Influence of Speed and Prior Knowledge and Experience on Adult Learning, Office of Education, Cooperative Research Project No. 2233, final report.

4. Alan B. Knox and Douglas Sjogren, "Motivation to Participate and Learn in Adult Education," Adult Education, Volume XII, No. 4, Summer 1962.

5. Alan B. Knox and Richard Videbeck, "Adult Education and Adult Life Cycle," Adult Education, Volume XIII, No. 2, Winter 1963.

6. Alan B. Knox and Douglas Sjogren, "Research on Adult Learning," Adult Education, Volume XV, No. 3, Spring 1965.

7. M. Alan Brown, Alan B. Knox, Arden Grotelueschen, "Persistence in University Adult Education Classes," Adult Education, Volume XVI, No. 2, Winter 1966.

III. Research Projects in Progress or Completed Since July 1, 1966

1. Alan Booth, Factors Which Influence Participation in Adult Education Conferences and Programs by Members of Professional Associations, Office of Education, Bureau of Research Contract Number OE 5-10-313, final report.

2. Alan Booth, "Personal Influence and the Decision to Join Voluntary Associations," Paper presented at American Sociological Association Meeting, Miami Beach, September 1, 1966.

3. Alan Booth, "Survey of Pesticide Chemical Use in Nebraska," Forthcoming publication College of Agriculture, Office of Information.

4. Lawrence Looby and Alan Booth, "Participation in Adult Education Programs and Change in Opinion Leadership Activities," Forthcoming publication of College of Agriculture, Office of Information.

5. Alan Booth and Nicholas Babchuk, "Personal Influence Networks and Voluntary Association Affiliation," Publication pending.

6. Alan Booth and Alan B. Knox, "Participation in Adult Education Agencies and Personal Influence," Publication pending.

7. Alan Booth and Nicholas Babchuk, "Personal Influence and Participation by Older Adults," Public Health Service grant CD 00229-01 in progress.

8. Alan Booth, Nicholas Babchuk and Alan B. Knox, "Voluntary Association Function and Member Social Class," Publication pending.

9. Nicholas Babchuk and Alan Booth, "Stability and Change in Voluntary Association Affiliation," Publication pending.

10. Alan Booth, Diffusion and Adoption of Educational Programs, National Science Foundation grant GS 698, final report.

11. Alan Booth, "Organization and Resources of Extension at the University of Nebraska--An Institutional Study," in progress.

12. Arden Grotelueschen, "A Quick Work Test Validity with Adults," Publication pending.

IV. Research Grants and Projects Other Than Those Supported By Kellogg Funds

1. 1960 Adult Education Association of the U. S. A.
"Field Work Opportunities Available to Graduate Students in Adult Education in the United States"

2. 1962 University of British Columbia Institute for Social and Economic Research
"Recall of News Items and Variance in Their Frequency, Location, Time, Space and Use of Pictorial Materials"

3. 1964-1965 University of Nebraska Extension
"Organization and Resources of University Extension"

4. 1965-1966 National Science Foundation
"Diffusion and Adoption of Educational Programs"

5. 1965-1966 Office of Education, United States Department of Health, Education and Welfare
"Factors Which Influence Participation in Adult Education Programs and Conferences by Members of Professional Associations"

6. 1965-1966 Extension Service, U. S. Department of Agriculture
"Nebraska Pesticide Education Program Evaluation"

V. Books

1. Alan Booth, Mass Communication - A Major Social Force, series of ten lectures prepared for the University of British Columbia Living Room Learning Program, mimeograph, 1962.

2. Coolie Verner and Alan Booth, Adult Education, Washington, D. C., Center for Applied Research in Education, 1963.

VI. Articles

1. Alan Booth, "Field Work Opportunities Available to Adult Education Graduate Students in the United States," Adult Education, Autumn, 1960.

2. Alan Booth, "A Demographic Consideration of Non-Participation," Adult Education, Summer, 1961.

3. Alan B. Knox, "Continuing Legal Education Survey of Nebraska Bar Members," Nebraska State Bar Journal, Vol. 13, No. 4, October, 1964, p. 121-136.

4. Richard E. Videbeck and Alan B. Knox, "Alternative Participatory Responses to Aging," Chapter 2 in Older People and Their Social World, edited by Arnold M. Rose and Warren A. Peterson, Philadelphia, F. A. Davis Co., 1965.

5. Alan B. Knox and Douglas D. Sjogren, Achievement and Withdrawal in University Adult Education Classes," Adult Education, Vol. XV, No. 2, Winter, 1965, P. 74-88

6. Alan B. Knox, "Current Needs in Adult Education Research," Journal of Education, Boston University, Winter, 1965, Chapter 3, p. 21-31.

7. Alan B. Knox and Douglas D. Sjogren, "Research an Adult Learning," Adult Education, Spring, 1965, Vol. XV, No. 3, p. 133-137.

8. Alan B. Knox, "Research and the Adult Educator," Adult Leadership, Vol. 14, No. 1, May, 1965, p. 13-14.

9. Alan B. Knox, "Adult Education Agency Clientele Analysis," Chapter IX in Review of Educational Research, Vol. 35, No. 3, June, 1965, p. 231-239.

10. Alan B. Knox and Douglas D. Sjogren, "Further Evidence That Young Adults Can Learn As Effectively As Older Adults," The High School Journal, Vol. 49, No. 2, November, 1965.

IIV. Evaluation Activities

Many devices for the evaluation of conferences have been developed. These include general forms to offer to amost any conference and forms tailor-made for particular groups. This work may be illustrated by a

summary of work done between July 1, 1966 and June 30, 1967.

Work Period	Summary of Activities
Sept. 1, 1966 - Jan. 31, 1967	Prepared approximately 260 summaries for the conferences held at the Center from January 1, 1966, to December 31, 1966.
Sept. 1, 1966 to March 31, 1967	Prepared approximately 20 conference evaluation summaries for the Nebraska Center conferences. Detailed information was obtained on participant reactions to total conference, suggestions for further study and reactions to specific topics.
September 1, 1966, to March 31, 1967	Developed and processed evaluation forms for series of four Community Planning Conferences held outstate by the Extension Division.
January 1967	Processed data and developed summary evaluation for the Police Report Writing Course, conducted jointly by the Police Officers Association and the Extension Division.
February 1967	Participated in developing proposal for the evaluation of a series of TV-correspondence courses for law enforcement officials conducted by Extension Division.
April 1, 1967, to June 30, 1967	Prepared approximately 120 registration form summaries for the Nebraska Center for the period January 1, 1967, to June 15, 1967 (estimated).
April 1, 1967, to June 30, 1967	Processed and prepared approximately 10 conference evaluations for Nebraska Center (estimated).

Evaluation

The Graduate Program

The general plan of the Graduate Program has been approved by and satisfyfing to the students.

Interdisciplinary Program Appeal

The principle of an interdisciplinary curriculum is endorsed by all, both staff and students. Almost all students attest the value of the core courses which have been developed. Several believe that some additional course work in Adult Education as such should be added.

Even Greater Flexibility Desired

There is, however, a strong argument for making the curriculum even more flexible than it has been. The rapid expansion of Adult Education into every type of role--social, professional, occupational, leisure time--throughout the life span means that there must be leaders who are familiar with these roles and it will mean further that persons preparing for positions in the field of Adult Education will be coming, increasingly, from every kind of social and academic background.

For many years the most substantial work in Adult Education has been done in Agricultural Extension and the majority of those entering the program at the University of Nebraska has been, up to now, from that field. But some are from other areas and soon all areas will be represented, including the various fields of the Liberal Arts.

Dr. Clark Kerr (Look, April 13, 1967) says:

> The whole population may eventually be served by university extension. As the nature of work becomes more mental, more and more people have to go back to school for continuing education . . . . Students are not given equipment to understand a community or a country in its totality.

Surely no single curriculum is adequately suited to the needs of all who from many backgrounds are preparing to serve various roles in this immense field. At the present time each of the three cooperating departments has specified certain courses, or a certain number of credit hours work, in it department. These requirements have left little space for electives.

Need for Orientation to Adult Education

There is widespread comment that the courses required--except the core courses--are not definitely orientated towards Adult Education. These complaints apply to courses in all of the departments involved and especially towards those in Educational Administration and the one in Tests and Measurements. This is not really a criticism of the courses or of the departments. The courses were designed for the specific needs of those in particular fields. Those in the Teachers College, for example, are and ought to be for persons preparing to work in the public schools. To change the orientation would do violence to the purpose of the courses. But it is understandable that the one in Adult Education sees little value in a course dealing with mental and achievement tests for school children. And the administration of public schools appears to have surprisingly little in common with the problems of the leader in Adult Education. For some, especially some who have had experience in Adult Education, an opportunity to take work in Political Science, Economics,

Business, Anthropology, Fine Arts, or Program Planning might be very valuable.

Separate Department

The above discussion leads pertinently to the question of where the work in Adult Education is to be placed as the program is continued. The students are emphatic in their insistence that it should not be in a presently established department. The single exception to this attitude was really not an exception. This respondent said, "Perhaps it should be in the Department of Educational Administration until a separate department can be established." Several said flatly that they would not have entered the program had it been at that time in any of the three "area" departments or in Agricultural Education. The students were attracted by the interdisciplinary nature of the program and by the fact that the work was in Adult Education. While it is true that those fostering the program had in mind primarily the training of administrators in Adult Education activities and that the majority of the students are looking forward to some kind of administrative work, it is pointed out that the administrative problem of a voluntary, usually non-credit, adult agency is very different from that of a captive, immature clientele in a tax-supported institution. Only one person in our survey indicated his ambition for future employment to be in the public schools--that one said, "public school adult education."

Furthermore several students indicated that their interests are in Adult Education as such, i.e. in the area of adult learning and in teaching in Universities, and in research in Adult Education.

One staff member argues strongly for the program to be in Educational Administration "provided it is given fiscal and curricular autonomy appropriate to its interdepartmental character and provided there is genuine interest and support throughout the department as expressed by the course offerings that would contribute to general administrative competence--rather than the particulars of school finance and teacher personnel." These provisions would, in effect, eventuate in a separate department within a department and would ask the department of Educational Administration to give up its primary orientation towards the public school, which orientation is the reason for its being. There cannot be two primary orientations. It may be necessary at the moment to keep the work in a special department, perhaps Educational Administration.

The ultimate answer seems to be that there should be a separate department--some would make it a school--of Adult Education. It is assumed, too, that the student will be allowed to range widely among various colleges as well as departments in order to satisfy his own particular needs and to realize his particular goals.

It is understood that the University has now committed itself to a graduate program in Adult Education. Present plans provide for a Department of Adult Education located in the Teachers College. During the development stages the program will be carried on in the Department of Educational Administration.

The Degree

Another question which is of concern is the degree or degrees which should be offered. At present the M.A. and Ph.D. are authorized.

Should the M.Ed. and Ed.D., or some other degrees be available? Most of the present students favor the present degrees--naturally, as they are enrolled for them. Some of the staff think it is a mistake to set out to train scholars and researchers in the field of Adult Education where most of them will be administrators. This debate as to the relative importance of educating "scholars" or "practiconers" is an old one and has been waged in many fields. It is, for example, one thing which divides those in the National Institute of Health from those in the Public Health Service. It is a major issue today among psychologists. The administrator, or other individuals delivering service, it is said, needs to know enough about research to appreciate it but does not necessarily need to be proficient in research. Not all who will make good administrators have the special ability and the undergraduate experience to succeed in a rigorous research program. And a good researcher is not necessarily a good administrator.

The questions then arise: How much statistics--if any--is necessary to appreciate research? How much, if any, knowledge of data processing? How much, if any, technology? One of these days, Dr. Kerr points out, one may be able to buy a course in foreign language on video-tape and learn the language by playing it on his TV at home. Or one may dial a memory bank for a particular lesson he wants.

The Ed.D. is designed especially for those in public school education with certain types of previous education and experience. To open it to those of the varying experiences from which students in Adult Education are coming would require a revamping of requirements or the waiving of them for so many that they would tend to become meaningless. Possibly a new "practioners" degree should be authorized.

It would be a most serious error to make it impossible for the one who prefers and has the ability for the scholarly or research goal to pursue that end at the University of Nebraska, and for these at least the Ph.D. should be retained. There is no area of Adult Education which has been over-researched; there are many areas almost untouched. Any institution which hopes to have prestige in the field must do some research in it. But some of the staff appear to be quite sure that not all who have wished to enter the program are of a research or scholarly type. Clearly the question of degrees needs careful consideration.

Staff

It is understood that the administration of the University of Nebraska has committed itself to continuing work in the area of Adult Education and has authorized the Chairman of the Department of Educational Administration to seek staff. It will not be an easy task. The field is expanding rapidly, the supply of well-trained persons is meager and, therefore, the competition is strong. If the program is to be adequate there should be at least three persons whose primary interest is Adult Education. Some reasons for a more-than-one-person department are:

1. The several courses in Adult Education to be taught, the supervision of thesis, the general administration of the program constitute a load far too great for one person.
2. There is need to have on the staff a variety of interests to compare with those of the students--some one primarily interested in research, a "pratical" man and one well versed in the techonological aspects. Statistics and research

design must be adequately provided for.

3. The supervision of internship should be done, obviously, by some one who has had actual field experience in the organization and administration of Adult Education activities. For this purpose it might be feasible to have joint appointments in the Department of Adult Education and in General Extension, Agricultural Extension, or the Center for Continuing Education.

4. There must be assurance that the loss of an individual will not wreck the program.

The few who have changed from a major in Adult Education to one in some special department have done so because of their fear that in the situation which has developed at the University, especially the changes in personnel, they would be unable to complete the program as planned. Some students have had as many as four advisors. At least one has had five, although he did no actual work with one of them. Three of his advisors have left the University. (This student, a persistent individual, is still moving toward the degree in Adult Education.) If it is difficult to serve two masters, think of the problem of trying to please five!

The staff, of course, should be on permanent University appointment and should "belong" to someone--either be in a department of their own or definitely attached to an established department. The "limbo" status in the past has been very unsatisfying.

Research and Evaluation

The Research and evaluation activities headed up in the Office of Adult Education Research have been many, imaginative and thorough. Some

studies have been carefully planned to lead to ancillary problems and to follow-up investigations. Opportunities have been given to interns, graduate assistants and students writing thesis to become familiar with research design, techniques, data processing and writing of reports. The services of the OAER have been available to the Extension Division. Consultation service has been given to faculty and to out-state groups. The prestige of the Office was rapidly established so that grants were obtainable from various agencies. Aid in analyses of conference registrations and in evaluating conferences and institutes has been of great value to the Continuing Education program. Even more could have been accomplished had there been a more complete community of interest between the Director of OAER and the Head of Conferences and Institutes.

Not all students of Adult Education have participated in OAER. Those who have done so nearly unanimously regard the experience as valuable. There is sharp division of opinion as to whether or not such an assignment should be required. This reflects again the problem of training for research or practitioner competency.

It would seem that more than value received has come for the funds expended in research and evaluation.

However, there is much more to be done. Long-time studies initiated need to be carried forward. Evaluation procedures should be continued, with present instruments refined and new ones devised. It is disappointing to some that so much attention has been given to measuring the efficiency with which what is being done at the Center is done and so little, relatively, on what could be done.

Future of Evaluation Program

The failure of the University to look ahead and provide permanent support of OAER after the expiration of the Kellogg grant is unfortunate. It is doubtful if the Center has the staff and the means to carry on the research and evaluation essential to its most efficient operation. It is to be hoped that the staff of the graduate program in Adult Education may develop large-scale research projects, portions of which may become areas of study for graduate dissertations. Some of these will be, of course, pursued independently and some will be done in cooperation with the Center.

Internships

The purpose of internship, as has been stated above, is to provide on-the-job training under guidance and supervision in certain areas of Adult Education for persons who have had considerable experience in other areas. The stipends received by interns constitutes remunerations for services rendered. There is no credit. The intern may carry only one-half the normal academic load. Obviously this lengthens significantly the time required to secure a degree. Most of those who have held internship indicated they have found them valuable from an education point of view, though there have been some reservations. The responses from all the students contacted reveal about an equal division on the question: "Should internship be required?"

As it has worked out the internship program has not been clear cut. Strictly the interns have been paid from Kellogg funds, have been assigned in terms of experience needs to some staff member--usually a coordinator at the Center--who has planned their activities and has given supervision

and council. In a few cases interns have been assigned to staff in other areas.

Practically, even staff members have not made precise distinctions and speak of individuals as interns who are graduate assistants or who are employed for specific jobs, e.g. in General Extension, for which competency is already developed.

The experiences of interns has varied greatly. One reports that he was treated as an understudy for the Head of the department to which he was assigned. He was briefed as to the general purposes and operations of the department; he saw every aspect of departmental activity. He was shown official letters coming into the office, attended regular staff meetings, was invited to take part in discussions leading to decision making and to assist in putting decisions into action.

Another intern was given detailed instructions as to what to do. He had no over-all picture of the program, attended no staff meeting. He merely obeyed orders and his work consisted almost entirely of routine chores.

A third intern reports he "was thrown into the job" with no instructions and no plans. He "had to find his way as well as he could."

The Head of Conferences and Institutes has been under very great pressure as a result of the large numbers of the events which the Center has cared for. It is understandable that he has been unable to give as much time to interns as he would have liked to give.

While one student insisted that the determination of value received lies with the student--that he can always find ways to learn if he possesses the initiative and the energy--it would seem that those in

charge do have an obligation to provide a plan for systematic experiences, should be available for consultation and should exercise some supervision.

Consideration may well be given to the question of requiring an internship. Adult Education is growing to a level which will very likely attract persons to it as a career. The recruits for the program will no longer be confined largely to those who have already had experience in the field. For those inexperienced individuals, especially, an internship may be an essential part of training. The internship might be waived, in part or in entirety, for those who are already somewhat established in the profession.

It would appear feasible and desirable to arrange for off-campus, including out-of-state, internships--always insisting on competency and willingness to give adequate supervision.

If an internship should be required, then there is the further question concerning giving credit for it. There is precedent on each side of this question. If credit were to be allowed, it might stimulate some of those in charge of interns to take their educational functions more seriously. It would seem apparent that one who supervised interns should have staff affiliation with the Department of Adult Education.

Fellowships

It would be most desirable to undertake to secure for those in Adult Education, Fellowships so as to allow full-time concentrated application to the programs for their degrees. Many, to date, have not been able to give during residence their complete attention to progress in their program of graduate work. And, again, only a small number have been able to be in Lincoln two or more consecutive years. It is general-

ly agreed that a fairly extended period of complete concentration is essential to a fully adequate graduate experience.

Staff Seminars

The staff seminars, which have been a part of the internship plan have been rated by students as being very helpful. They have been attended by interns, Center staff and staff members of General and Agricultural Extension. They have been informally organized and to a large extent arranged by the students. Visiting consultants have been brought in. Students and staff have become acquainted with each other problems. Theory and practice confront each other. Once more the question is asked: "Should these Seminars carry credit?" In terms of their contribution to the value of the educational development, the answer is, yes. But there is fear that with credit the Seminar would tend to become formalized and, therefore, to lose its spontaneity. (A youngster refused this writer's invitation to take what promised to be a delightful trip because, "They would make me write it up when I got home.") And, too, with credit, the Seminar would in all likelihood be assigned to some staff member and the participation of others would be lessened. Probably it would be better to consider the Seminar a part of the internship.

Summary

The programs of Graduate Training, of Research and Evaluation and of Internship, though structurally independent but functionally interrelated, have been well conceived and in the main well carried out.

The graduate program has attracted candidates from many parts of the country and has given them, in general, the experience they hoped for in spite of some difficulties.

Increased flexibility of the program is desirable.

The Research and Evaluation activity has been large in amount and high in quality.

The Internship, though somewhat unevenly handled, has proved to be of great value.

The partial failure of the programs, taken as a whole, to achieve fully their anticipated goals and to develop a permanent role has been due mainly to the shifting of leadership which, in turn, has been due to defects in structural organization.

There is complete agreement that an adequate program in Adult Education must be interdisciplinary in nature; that its leadership must be with those whose major interest is in Adult Education; that there shall be more than one member of its permanent staff; that it shall have fiscal and curricular autonomy; that it shall be able to draw upon University-wide resources; that there shall be support for research as well as for instruction.

The experience with Graduate Education and with Research and Evaluation under the W. K. Kellogg Foundation Grant has clearly demonstrated the expanding need for programs in Adult Education.

The immediate and widespread interest in the present program from its inception indicates the possibility that the University of Nebraska may well become an important center for training leaders in Adult Education. It is encouraging that the University is now undertaking to go ahead from the beginnings so far made.[3]

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[3]It has not seemed desirable to burden this report with copies of research reports, instruments for evaluation or details of expenditures. These have been submitted with annual reports to the Kellogg Foundation, and they are available through the Dean of Extension, the University of Nebraska.

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